DOCUMENT RESUME

ED 258 612 JC 850 271

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TITLE	Los Angeles Mission College Year-End Narrative Report. Ford Foundation Urban Community College Transfer Opportunities Program.
INSTITUTION	Los Angeles Mission Coll., San Fernando, Calif.
SPONS AGENCY	Ford Foundation, New York, N.Y.
PUB DATE	[84]
NOTE	25p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Articulation (Education); *College Transfer Students; Community Colleges; Curriculum Development; Mentors; Program Descriptions; Student Personnel Services; *Transfer Programs; Two Year Colleges; Urban Education
IDENTIFIERS	*Urban Transfer Opportunities Program

ABSTRACT

This report presents an assessment of the activities conducted at the Los Angeles Mission College under a Ford Foundation Urban Community College Transfer Opportunities Program grant. First, the program achievements are presented including the identification of 86 students who declared an interest in transferring to a four-year institution; the development of methods to identify potential transfer students; the identification of 12 alumni to work with student participants; and the recruitment of 12 faculty mentors. Next, the achievements under the grant are compared with the original proposal in the areas of potential students identified; and the number transferring to four-year institutions. This section also includes information on student ethnicity, units completed, and grade point averages; and includes additional information on the faculty mentor program and the project director. Then, the report highlights program changes including hiring new staff; broadening the responsibilities of alumni tutors; limiting campus visits; eliminating guest speakers; downplaying visits to the Career/Transfer Center and use of the "Eureka" computer; and delaying the planning of a "Career and Transfer Information Guide." Finally, plans for institutionalizing the transfer program are provided and ways of broadening the program are outlined, including centralizing counseling services; increased emphasis on the role of the Transfer Program Office and the Director; and the expansion of financial aid workshops. Appendices include student participation agreements and data on student applications and transfers. (HB)

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FORD FOUNDATION URBAN COMMUNITY COLLEGE TRANSFER OPPORTUNITIES PROGRAM

LOS ANGELES MISSION COLLEGE

YEAR-END NARRATIVE REPORT

JC 850 271

Los Angeles Mission College
1212 San Fernando Road
San Fernando, California 91340

Horacio R. Fonseca
Project Director

INTRODUCTION

The Los Angeles Mission College Transfer Opportunities Program officially started with the appointment of Horacio R. Fonseca as Director. Mr. Fonseca, a full-time faculty member and Professor of History, was selected by the College's Transfer Committee. The Committee, composed of faculty, a member of the administration and a counselor, interviewed five candidates before selecting Fonseca for the part-time position of Project Director. The Office of the Vice President of Academic Affairs assumed responsibility of the College's UCCTOP Project.

Because of the Director's full-time teaching assignment, and because the process of announcing, interviewing, and finally selecting the Director took longer than expected, the overall identification of the participating students, alumni tutor-mentors, and faculty mentors was not fully achieved until the first weeks of November, 1983. Nevertheless, the Program has achieved its goals and objectives as this report will illustrate.

This report is divided into the required sections outlining achievements, comparisons of achievements to the original objectives, program changes, and plans for institutionalization and/or incorporating the transfer program into the overall goals and objectives of the College.

I. PROGRAM ACHIEVEMENTS

While the original proposal called for the identification of fifty students who declared their intent to transfer to a four-year university, more than ninety students inquired about the program *per se*. Of the latter number, Mission College's UCCTOP Office now has eighty-six applications on file with a solid forty-two active applicants. (See Appendix A.)

From the overall total, twenty-five student participants have opted to defer their application until 1985-1986, while nineteen have been categorized as

"inactive." Between October 5 and early March, 1984, the Project Director personally spoke with the ninety students and had them sign an Agreement of Participation and fill out an information sheet. (See Appendix B)

A. Method of Identifying A Potential Transfer Student

The Office of Academic Affairs provided the Director with a printout listing more than 300 students at Mission College who had completed more than thirty transferable units as of the end of the Spring Semester, 1983. Fifty letters were sent out from names selected at random, informing the students of the Transfer Program and inviting them to stop by the Transfer Office. (Note: because the original proposal calls for the identification of ethnic minority students, the initial contact was made with students with Hispanic surnames. Additional ethnic identification was done by sight and peer identification and recruitment.) Additional lists, provided by the College Records Clerk, of students that had filed an intent to graduate after the fall semester and from the Office of Bilingual Studies enabled the Director to identify and recruit other potential participants.

Further recruitment was done through the dissemination of flyers (see Appendix C) to full- and part-time faculty. Class visitations were conducted by the Project Director, but the best method of information dissemination proved to be that from student to student. Although the college newspaper announced the selection of the Project Director, very little was done in order to establish a functional network for recruitment via the college student newspaper, even though it is published every four weeks by the journalism classes.

By the time of the first general meeting of all personnel, students, alumni, and faculty mentors, more than ninety potential students had received letters, had been personally invited to attend and participate, or were referred by members of the college-wide staff.

B. Identification of Student Alumni

As indicated in the original proposal, ten alumni-tutors were to be hired to work with the student participants. Although a list of former LAMC students exists, personal contact with alumni by the Director helped tremendously in the actual process of alumni identification. With the assistance of the faculty, other alumni were identified and eventually hired; twelve alumni responded positively and became very active in the program.

However, it must be pointed out, that because of the individual alumni's class schedules at their respective universities and personal responsibilities at work and home, it became difficult to ascertain positive contact between tutor and student at the early stage of the program's development. Nevertheless, the number of alumni involved remained constant during the first weeks of the program although some have since left.

Due to Los Angeles Community College District regulations concerning student workers in general, and because the tutors were hired as Program Assistants (who must be enrolled as full-time students at their respective universities), there was a problem for several of the alumni, as some were hired during the holiday break and were thus not "actively enrolled" in classes. As a result, they had to wait until late January or early February to be properly hired. This posed a problem in that the full complement of tutors did not come into the program until this juncture.

This minimal but bothersome problem passed, and the alumni were assigned student case loads based on their majors and the university the participating students planned to attend. This worked for a while, but as more students entered the program, changes had to be made. In order to have this program an on-going function, no deadlines were established for either the potential transferee, alumni or faculty mentor. Thus anyone interested in pursuing a

transfer or declaring an interest in the program was welcome at any time.

Alumni tutors were trained in tutorial methodology by the Coordinator of the Tutorial Center of the College. Most of the alumni tutors received approximately six hours of training; the areas of tutorial assistance ranged from history to math-science, to bilingual-bicultural disciplines. (See Appendix D.)

Since many of Mission College's graduates attend a local (and very near) university, California State University, Northridge (CSUN), most of the alumni are full-time students there. One alumnae attending UCLA, the other "designated receiver university," who had been highly recommended to work in the program, had to withdraw because of the present regulations concerning those students under financial aid and the Pell Grant Program. Therefore, because the Director was unable to recruit an LAMC alumni in the math-science area, another UCLA student and non-LAMC alumnus was recruited to fill this much needed area/discipline.

In addition to personal contact used to identify and recruit alumni, a list comprised of more than 130 LAMC students was obtained from CSUN. Fifteen of those students were contacted, five responded, and two were hired and given case loads of student applicants to contact. As of May 31, nine alumni tutors remain on the program, each with four to eight students assigned to them.

C. Recruitment of Faculty Mentors

The recruitment of volunteer faculty mentors was not as difficult to achieve as it was thought and the total number of faculty members volunteering their time exceeded the numbers listed in the proposal. Twelve faculty members (including a part-time faculty member of the intercollegiate athletic program) joined the program. As noted in the original proposal, the College is divided into two Clusters, A and B. Eight members from Cluster A volunteered, while four from Cluster B also volunteered. (See Appendix E.)

The process of assigning students to the faculty mentor was at first one of trial and error. While no perfect solution to this aspect of the program has been firmly established, faculty and student participants were given the opportunity to select their mentors and students. Faculty were assigned students for an average of six per mentor in the early stages of the program. However, as the academic year progressed, each mentor now has at least four students still assigned to them. Since this assignment is on a voluntary basis, the faculty has made every effort to contact their students.

Some faculty were forced to withdraw from the program due to pressing academic and administrative responsibilities, and one, a professor of Speech, had to withdraw for several months for health reasons. It is worthy to note, that as one faculty mentor voluntarily transferred to a sister campus within the District, another faculty member stepped forward and volunteered his time and services, as had happened when the Speech instructor took sick leave time in order to recuperate.

Thus by mid-November all three facets of the program, the student participants, the alumni tutors, and the faculty mentors not only achieved the goals originally stated in the proposal, but surpassed them. Although the program was still behind schedule, by the November 30th general meeting, over fifty-five program participants were present when the College President and vice-President of Academic Affairs welcomed the participants and officially set the program in motion. (Please see p. 5(a) for Addendum on Faculty Mentor & Project Director Information)

II. COMPARISONS OF ACHIEVEMENTS TO THE ORIGINAL PROPOSAL

As indicated above, the achievements surpassed those listed in the original proposal in that the number of students contacted numbered eighty-six. The number of alumni at first was twelve, and the number of faculty mentors was also as high

ADDENDUM: Faculty Mentor and Project Director Information

It should be noted that while the Faculty Mentors are required to teach a full load of fifteen semester hours, in addition to maintain office hours, and take part in the decision making processes of the college, the additional five hours per week as volunteers in the College's UCCTOP Mentor Program, was above and beyond the time required for them to spend at the college. Furthermore, the fact that they have taken the time to work with the potential transfer students, either collectively or individually attests to their desire to see their studnets succeed in their academic endeavors.

The Project Director, a former intercollegiate athletic coach at several colleges to include Mission College, UCLA, and CSUN, was able to use his expertise in counseling potential student athletes hoping to transfer to four year universities. This assistance included all aspects of meeting the respective universities' transfer requirements for student athletes, NCAA and local Conference requirements, and any other pertinent information such as athletic scholarship offers, letters of intent, and actually contacting the respective athletic coach of the four-year university. To this end, four student participants will be transferring, although while not for athletic purposes, to UCLA, CSULA, and CSULB. A young lady, a member of the women's volleyball team, and the first UCCTOP participant to receive her notification of admission (UCSB) also received assistance. Please note that these students are transferring for academic purposes and athletics is of secondary nature.

It is also important to note that the Project Director is fully bilingual (English/Spanish) which also greatly assisted him clarifying many misconceptions and myths about the transfer process to bilingual students, many of whom had completed some university work in their home countries and expressed desires of completing their degrees, for the most part, at CSUN or UCLA. It is felt that this also enabled the Director to publicize the program to the local Chicano/Latino community.

as twelve. Although several changes were implemented due to extenuating circumstances (see following section), it should be noted that the student participants were very willing to work hard to make the transfer program functional.

In order to achieve this goal, it became necessary to bypass some of the more cumbersome bureaucratic procedures not only of the College but of the District and that of receiver universities of the UC and CSU system.

A highlight of this aspect of the program involved excellent cooperation from the receiver universities mainly UCLA and CSUN. This was achieved by holding meetings with key personnel such as the Office of the Assistant Vice Provost at CSUN, Dr. Shirlene Soto, and representatives of the Student Affirmative Action (SAA) Offices, Ms. Ludim Seja.

Dr. Juan Lara, Dean of Academic Interinstitutional Programs of UCLA availed personnel from the Office of Undergraduate Admissions and Relations with Schools. Specifically, Mr. Alfred Herrera became the key person who greatly assisted in the overall transfer process and the tracking of all applications and ancillary paperwork. This must be considered to be one of the most important facets of this program for the enhancement of transferees to that university.

Additional achievements in relation to the objectives are that while the overall number of students transferrin to the CSU system remained static (e.g. a total of forty-six students applied for admission to CSUN, including the twenty-nine students from Mission's UCCTOP Project, four applied to other CSU campuses as listed in Appendix A). The number of students applying for admission to the UC system (including UCLA and UCSB) increased dramatically by approximately 400% from the previous year. (Source: California Postsecondary Education Commission's Update of Community College Transfer Student Statistics, Fall 1983,

It is felt that the dramatic increase of those students applying for admission to the UC system is due largely to the College transfer program, given

that the deadlines for admission to the UC system are in late December, while for the CSU system there is more time. Furthermore, the information and assistance made available to the student helped allay the fear of transferring to a "mega-university." Conducting campus visits to UCLA also helped clear up many of the misconceptions of the overall transfer process and the university per se.

Even more important, the fact that accurate and immediate information concerning the transfer process to another system was readily available to the student was measurable. The assistance rendered by the Office of Undergraduate Admissions and Relations with Schools was and is indeed invaluable. For example, an application for admission to the Fall Quarter 1984 was not mailed in, rather it was hand carried complete, i.e. application, application fee, transcripts, and/or progress reports, and given to the contact person. Considering that the system is one where there are literally thousands of applications and transcripts, not one of the Mission College applications or supportive documents was lost or misplaced. Also, constant communication assisted in the success of this method used to send in and track applications.

In comparison, the process at CSUN is one of confusion and consternation. When applications, with the necessary supportive information are personally delivered, the Office of Student Affirmative Action then submits the student's packet to a central location, the Office of Admissions. It is at this location that the system notoriously breaks down. It is not at all unusual to have a student participant receive several notices of transcripts not received at CSUN, or even to have the Admissions Office claim not to have received the applications or to later learn that CSUN's computerized admissions systen is "down" for weeks at a time.

A. Applicant Basic Information

By mid-November, as previously mentioned, the program Director had filed fifty-two applications, of which forty were female applicants and twelve male.

Further information indicated the ethnicity of the applicants which included thirty-two Hispanics, eleven Blacks, ten White, and one Asian, with an overall grade point average of 2.63 (on a 4.0 scale).

It is important to note, however, that the overall GPA included units or credits in courses categorized as "non-transferable." (Non-transferable courses include some remedial education courses, and some non-baccalaureate certificate courses.) Further study of the student participant's cumulative records indicated that while most students had taken several courses designated as "non-transferable," the overall GPA excluding non-transferable units was not that much lower. The average number of units completed at the time of applying to the program was 42.6. Some students were uncertain as to the exact number of units completed, not because this information is not readily available, but because they did not know how to obtain their transcripts or a computer produced cumulative record during their stay at Mission College. It would suffice to say that students are not told about this simple procedure by the counseling staff.

B. Achievement Comparisons to the Original Proposal

An interesting factor is the number of students, twenty-eight, that listed themselves as being full-time students, while twenty-six were considered to be part-time students. (The official breakdown between full-time and part-time students is at 12 units per semester. Less than this number will usually categorize a student as being part-time.)

Also, by the time the applications had been filed, forty-one had declared CSUN as the preferred university, six selected UCLA, and seven indicated other universities within both UC and CSU systems. The majors ranged from Bilingual Studies to Journalism to Biochemistry to pre-Law. Degree objectives were, for the most part, the baccalaureate, a few master's degrees and one doctoral degree.

Overall, the achievements in comparison to the original proposal were exceeded, although several changes had to be made in order to adjust to the increasing number of students continuing to enter the program. By mid-February a total of seventy-three applications were on file, fifty-one female, and twenty-two male.

C. Ethnicity, Units Completed and Grade Point Averages

The ethnicity remained statis: Forty-one were Hispanic, fourteen Black, seventeen White, and one Asian. The average age falls within the percentages given in the original proposal's "Student Information" section: for women t is thirty-eight, while twenty-three is the average age for male transferees.

Academically more accurate information was obtained from the student's cumulative files. The following table indicates overall and transferable units and grade point average by ethnicity.

	OVERALL		TRANSFERABLE	
	Units	GPA	Units	GPA
Hispanic	57.1	2.93	52.9	2.92
Black	45.7	2.52	42.9	2.56
White	42.0	3.50	40.8	3.51
Asian	52.0	3.15	49.0	3.10

(Source: Student cumulative information up to and including the fall semester, 1983. Information provided by the Office of Admissions and Records, March 1984.)

While the original proposal calls for "concentrated efforts to overcome the deficiencies of our students that have led to a low grade point average..." the information provided hereon indicates that this group of transfer students, while older than the "traditional college freshman or sophomore," appears to be more motivated in that they were provided adequate transfer information such as deadlines, the importance of grade point averages required; information

on articulation agreements, different entrance requirements, impacted programs, graduation requirements, and so forth. This made the potential transfer student even more aware of the transfer procedures and made them feel comfortable when the actual transfer process took place.

Furthermore, it is felt that the tutorial assistance program was somewhat responsible. It is more important to note, however, that on the average the class size at Mission College is smaller than any other sister college, and therefore, the tansfer student receives more attention from the faculty, and faculty mentor; and given the age factor, the student may therefore be even more motivated to transfer to a four-year university.

III. PROGRAM CHANGES

In order to facilitate the transfer process for the participating potential transfer student, the Director hired a Mission College alumnae to supervise the tutors and meet any new applicant on a daily basis. This became an important facet of the program by mid-January when the Director was elected to the Chair of Cluster A (the equivalency of a divisional chairmanship). The changes include:

- o Hired Ms. Anne G. Halapua, graduate student at the Claremont School of Theology, to supervise the alumni-tutor mentors, act as peer advisor, and coordinate the application processes and functions. Ms. Halapua maintains the Transfer Office open from 8:00 a.m. to 7:00 p.m.
- o Broadened the responsibilities of the alumni tutors to that of alumni-tutor/mentor when it was found that many student participants were not seeking actual subject tutorial assistance. This may have been due primarily to the fact that many of the participants work full-time or part-time. As a result of this change, although it may seem insignificant, there was more contact time between the alumni-tutor/mentor and participant, which in turn

provided the participating student with much needed service on a one-to-one basis concerning the whole transfer process, mental and physical.

- o Limited campus visitations to one collective visit to UCLA. Instead of collective visits to campuses, the alumni-tutor/mentors invited members of their groups to visit their respective university, in this case CSUN. This proved to be even more valuable as the student participant visited the campus of his/her choice, and even attended classes with the alumnae. Student participants declaring Bilingual Studies major were also invited to sit in classes taught bilingually and visited local schools employing bilingual teaching modes.

  This change was necessary due principally to the inability to coordinate everyone's schedules, given the student's work class, and personal schedules. While the student valued a visit to a particular campus, many felt that attending classes is more important than a whole day away from rigorous class work.

- o Eliminated the invitation of speakers from four-year universities in academic areas to be chosen by the students after attempts to coordinate visits with the concerned faculty and students became nearly impossible.
- o Downplayed visits to the campus Career/Transfer Center and use of the "Eureka" computer for career and transfer information for the following reasons: a) The mislabeling of the Center as the "Career/Transfer Center" served only to confuse the potential transfer student given that the Mission College UCCTOP Project was/is to serve the principal purpose of providing transfer information. b) The "comprehensive career information," (although a valuable tool for the certificate and degree objective and interested student) proved to be a somewhat unwieldly and cumbersome procedure that took from one to two hours to complete. c) Group presentations

on basic skills as requested by students and mentors were eliminated as none were requested. (This area of need often was included within the format of the one-to-one relationship between participant and alumni-tutor/mentor.)

- o Delayed the planning and publication of the "Career and Transfer Information Guide" until the later part of the program on purpose since other guides, such as the UC Transfer Guide and the Orange Coast College Transfer Information booklets provided the necessary information on the transfer process per se. Although the original proposal calls for the Director to have worked with the Transfer Committee in the production of the transfer guide, it was felt that the best approach was to produce a guide with a two-year longevity, i.e. produce a guide good for two years given that articulation agreements between Mission College and the receiver university systems change almost on an annual basis.

  Furthermore, the Project Director felt that a "student's touch" in the production of the guide would be more useful for the student since it would put together entirely by several student participants. As part of the guide, basic information on the overall process, e.g. deadlines, GRA/SAT information, financial aid material, scholarship information, majors, etc., are included. The more cumbersome material, precise information from each campus or receiver universities such as academic requirements, and specific information on all local CSU, UC systems was eliminated, since it is felt that the more information offered, the less the participant will remember. Thus, the most basic but brief and important information is included in a 5½" x 8" sixteen to twenty-four page booklet for the potential transfer student, which will also be in Spanish.

- o Although the original proposal called for the Director to schedule meetings

with the mentor or tutor, the actual number of meetings was drastically reduced. Two general meetings were called, both well attended. Meetings with faculty mentors and the Director were also minimal, again, due to schedule conflicts.

Small workshops for financial aid applicants were conducted by the former Acting Assistant Dean of Financial Aid of the College. These workshops proved to be invaluable tools for the students planning to transfer and those opting to remain at Mission College either for an additional semester or two.

Thus, the changes listed above were made in order to facilitate the overall transfer process, keeping as close as possible to the original proposal's goals and objectives. It is felt that by making these minor adjustments, the program has been more than successful. For example, the most recent information provided by the Office of Admissions and Records of the College shows that there will be 102 students graduating from which fifty-six have indicated they will transfer to a four-year university. Of the latter number, forty-two are "active" Mission College UCCTOP Project participants, and thirty-six will receive their Associate in Arts degree.

Even more important is the fact that of those active UCCTOP participants, twelve will graduate with honors: Seven will graduate Cum Laude, four will receive Magna Cum Laude, and one will graduate Summa Cum Laude and will be class Valedictorian. Five Mission College UCCTOP Project participants have been nominated to receive the Chancellor's Award for Outstanding Leadership.

IV. PLANS FOR THE INSTITUTIONALIZATION OF THE TRANSFER PROGRAM

Progress for the institutionalization of the Transfer Program is well under way as noted above. However, at a recent meeting of the Transfer Committee

it was generally agreed to also incorporate the following into a more functional and broader transfer program:

- o Portions of Project ACCESS will be investigated to help further identify a potential transfer student as well as the "tracking" of that student during his/her stay at the College. This information, together with the distribution of the Transfer Guide, will also assist the potential transfer student in planning his/her academic program.
- o The specific role of the Transfer Program Office and the role of the Director will be emphasized, i.e. the duplication of the Career and Transfer Center will be eliminated by actually separating each center and its functions, with specific roles assigned to each.
- o In the area of Retention, the Office of Admissions and Records will work closely with the Transfer Program in order to track those students who have dropped out of college. (Note: This refers to students categorized as "inactive" listed in Appendix A).
- o The re-introduction of Psychology 9, Introduction to College, a one-unit course, will be required of all entering students. The course content will include transfer information. One section will be taught bilingually.
- o The Project Director will strongly recommend and call for the centralization of counseling services. At present, and because of the cluster concept of the College, each Cluster has two counselors assigned and housed in separate buildings. It will also be strongly recommended that a centralized filing system for all students that consult a counselor be kept in order to provide more accurate and up-to-date information on transfer requirements.
- o Financial Aid workshops, as well as publication of deadlines will be addressed more vigorously by members of the Transfer Program; sessions on

how to complete applications for admissions, and other necessary transfer ancillary documents will be conducted on a monthly basis.

- o The present facets of the college UCCTOP Project will be continued. However, it must be duly noted that because of the present fiscal condition of the College, funding for the program may not be a reality due to the method of prioritization of the college budget. Nevertheless, it is felt that fiscal constraints notwithstanding, the faculty will step forward and continue to volunteer their time and services as mentors. The only portion of the program that might suffer is the alumni-tutor/mentor in that if funds for this program are not forthcoming, it is expected there will be a dearth of alumni tutors unless another program within the College, e.g. college workstudy-EOPS, agrees to participate and help in this endeavor.
- o Presently, the Director of the program has contacted the Office of the Vice Provost at CSUN in order to establish a link between Mission College's Faculty Mentor Program and CSUN's. It is felt that with this union, the mentor program of both institutions will flourish and will enhance collegiality not only within the actual program, but also within disciplines, which will, in turn, enable members at CSUN and Mission College to exchange information on careers and the overall transfer process.

Thus, as noted above, progress for the institutionalization of the Transfer Program is well underway. Tracking of the students who have opted to defer the transfer process for the future has already started by having the alumni-tutor/mentor continue to visit with the students. All that is lacking at this juncture is the transfer guide which will be available by the end of June and in time for the incoming Summer Session and Fall Semester student.

SUMMARY

Although the program got off to an unexpected late start, the overall success of the program has surpassed expectations. What is more important here is that the students themselves welcomed the program; even more significant is the cooperation rendered by all parties concerned. The alumni, faculty, administration and classified personnel performance all exceeded the Director's imagination.

From the time the first student was recruited, to the time that student was notified of her being named class Valedictorian, to the time the first student was notified as to her acceptance to the UC and CSU system, the success of the program has been self-explanatory. The inroads made with the receiver universities, notwithstanding some drawbacks or inoperative computers, are testimonials to the cooperation between the universities and the applicants themselves.

Therefore, given the nature of Los Angeles Mission College, a veritable college without walls, the number of those students transferring, the number of those deferring the transfer process, and even those inactive students, is further proof that an office or center specifically specialized in providing accurate, and efficacious information is sorely needed at this and other campuses, all for the benefit of the community college students and their academic success.

APPENDIX A

Number of Applications on File

and Status of LAMC Transfer Students

1.	Participant Applications of File	86
2.	Total "active" applicants (includes those students transferring after the Spring Semester '84)	42
3.	Total "inactive" applications (includes students That have withdrawn from the college or the Transfer Program for various reasons)	19
4.	Applicants Delaying/defering the transfer process to 1984-1985 Academic Year.	25
5.	Applications for admission submitted to the UC System. (Included here are two former Mission College students who transferred to another CSU University during 1983.)	13
6.	Students admitted to UCLA through the UCCTOP Project (including the two former LAMC students)	9
7.	Student admitted to other UC Campus (UCSB)	1
8.	Overall total number of applications to the CSU System from LAMC Students in UCCTOP Project	33
9.	Application for Admission submitted to CSUN	29
10.	Applications for Admission submitted to other CSU Campuses (CSUDH 1; CSULA 1; CSULB 2)	4
11.	Overall total number of applications received at CSU Northridge from LAMC students (including UCCTOP Project participants, and 13 EOP applicants)	46

APPENDIX B

Los Angeles Mission College

1212 San Fernando Rd. / San Fernando, CA 91340 (213) 365-8271

FORD FOUNDATION URBAN COMMUNITY COLLEGE TRANSFER OPPORTUNITIES PROGRAM

AGREEMENT OF PARTICIPATION

I, the undersigned, hereby state that I agree to voluntarily participate in Los Angeles Mission College's Ford Foundation Urban Community College Transfer Opportunities Program during the Fall Semester 1983, and the Spring Semester 1984.

I also agree to meet with the Faculty Mentor and the student Almuni Tutor to whom I will be assigned, and the Project Director for the purpose of attending meetings, academic advisement, career counseling, and other joint activities to include campus tours to local universities, individual and group sessions as scheduled by the Faculty Mentors, Alumni Tutors, and the Project Director.

Should I opt to withdraw from the Program, I promise to notify the Project Director with ample time.

APPENDIX B(1)

Los Angeles Mission College

1212 San Fernando Rd. / San Fernando, CA 91340 (213) 365-8271

FORD FOUNDATION URBAN COMMUNITY COLLEGE TRANSFER PROGRAM

Preliminary Student Participant Application

MISSION COLLEGE TRANSFER PROJECT 1983-1984

Name: _____ Social Security Nr: _____

Address: _____ City _____ Zip Code Nr. _____

Telephone Nr. ( ) _____ Birth Date _____

Unit Enrollment for: Fall Semester 1983: _____

Spring Semester 1984: _____

What is your present overall GPA? _____ (If uncertain, give approximate gpa)

How many units have you completed at LAMC? _____ Overall _____

What is your academic degree objective? Teaching Certificate _____ AA & Transfer _____

BA/BS _____ MA/MS _____ PhD/EdD _____ Teacher Credential _____

What is your Major _____ Minor _____

Are you presently in the Bilingual-Bicultural Studies Program? _____

Are you presently an EOPS Student _____

Do you presently attend the College's Tutorial Center at the LRC _____

If so, how many hours per week are you attending? _____

a. What areas do you feel that you need tutorial assistance? _____

b. Have you applied for financial aid ? _____ If so, will you require future financial aid to attend a four-year university? _____

Do you plan to graduate from L.A. Mission with an AA? _____
Do you plan to transfer to a four-year college/university without an AA? _____
Please indicate below which four-year college/university you plan to transfer:

UCLA _____ CSUN _____ CSU Los Angeles _____

CSU Dominguez Hills _____ CSU Long Beach _____ USC _____

Pepperdine University _____ Occidental College _____ Other UC/CSU _____

APPENDIX C

NEED HELP TO TRANSFER ?

(To qualify you must have completed at least 30 transferable units to State University system)

- Tutoring (By L.A. Mission College Alumni)
- Academic Advisement By Faculty Mentors
- Transfer Opportunity Information
- Visits to local four year campuses
- Present Transcript Evaluation
- Information on Financial Aid
- Information on Application Deadlines
- And Much More...

Los Angeles Mission College

FORD FOUNDATION TRANSFER PROGRAM

For more Information Contact

Horacio Fonseca– 365–8271 x273

APPENDIX D

FORD FOUNDATION URBAN COMMUNITY COLLEGE TRANSFER OPPORTUNITIES PROGRAM

STUDENT ALUMNI TUTOR/MENTORS

Name	University	Major
ALVARADO, Kenneth*	CSUN/LAMC	Business Administration
BAEZ, Renee*	CSUN	Spanish/English & Bilingual Ed
BROEHM, Josie	LMU**	Psychology - Volunteer
DOBSON, Laurel++	UCLA	Math-Science & Physics
FORD, Joyce	CSUN	Liberal St/Pan African St.
GABOUREL, Barbara*	CSUN/LAMC	Sociology
GARCIA, Norma	CSUN	Liberal Studies
HALAPUA, Anne G.	STC/CSUN***	Humanities/Rel. Studies
HERRERA, Hector*	CSUN	History/Social Sciences
JACOBY, Alvarez Jacoby1	LAMC	Political Science
LEDEZMA, Victor*	CSUN	Liberal Studies
NEWMAN, Dale A.*1	LAMC	Spanish
QUEVEDO, Juan	CSUN/LAMC	Math/Sciences
RAMIREZ, Jose Luis*	CSUN/UCLA	Graduate-Foreign Languages/ Chicano Studies
RIVERA, Stacey2	CSUN	Graduate - Psychology
URRUTIA, Consuelo*2	CSUN	Graduate - Social Foundations/ Bilingual Education Studies

Notes: * Denotes Alumni is Bilingual, English/Spanish

** LMU - Loyola Marymount University

*** STC/CSUN SCHOOL OF THEOLOGY CLAREMONT & CALIFORNIA STATE UNIV. NORTHRIDGE

1 Have left the program due to academic and personal responsibilities.

2 Student UCCTOP Project participants with tutorial assistance experience.

APPENDIX E

FORD FOUNDATION URBAN COMMUNITY COLLEGE TRANSFER OPPORTUNITIES PROGRAM

FACULTY MENTORS

Name	Alma Mater	Cluster	Discipline
1BOLTON, Armida	U.S.C	A	Journalism
BOMMER, Terry	U.S.C.	B	Accounting
2FONSECA, Horacio	U.C.L.A.	A	History
GREENE, Lois M.	Immaculate Heart Coll.	CD Ctr.	Child Development
HOGGATT, Clela P.	Texas College of Arts & Industries	A	English
3LAMPERT, Sandra	CSUN	A	Fam. & Cons. St.
4LEEDS, Rachel L.	CSUN	B	Speech
LOPEZ, Benjamin	CSUN	A	Spanish & French
5MARSHALL, Alma L.	CSUN	A	Phys. Ed.
6OBRECHT, Fred P.	UCLA/CSUN	B	English
7PARODI, Frank	UCSB	B	Intercoll. Athl.
PRECIADO, Gerri	CSULA	B	Office Admin.
8RASKIN, Edward	CSULA	B	Industrial Ed.
SCOTT, William B.	CSULB	A	Psychology
SIEVER, Patricia	UCLA	A	History
9THOMAS, Lloyd	UCLA.SUNY	A	English

NOTRES:
1 Transferred to other college in mid February.
2 Project Director & Cluster Chairman Spring 1984.
3 Withdrew from program due to academic responsibilities.
4 Took Sick leave for three months.
5 Womens Volleyball Coach Fall Semester, became mentor late Fall '83.
6 Cluster Chair, (B) Withdrew from program early Spring Semester 1984.
7 Part-time Instructor & Soccer Coach. Link with intercollegiate athletics.
8 Replaced Prof. Leeds.
9 Replaced Prof. Obrecht.

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AUG 2 1985